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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * JULY 1972

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ELECTRONIC
STAFF MEETING
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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

EARL L. BUTZ

Secretary of Agriculture

EDWIN L. KIRBY, Administrator
Extension Service

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Director: Walter John
Assistant Director: W. J. Whorton
Editor: Mary Ann Wamsley

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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Reflected honor

Illinois Expanded Food and Nutrition Program aides received recognition recently which not only honors them, but also reflects the esteem with which the EFNEP effort is being viewed nationwide. The 250 aides received the 1972 Award of the Year from the Chicago Dietetic Association, an award that recognizes significant contributions to the goals of the profession of dietetics.

We should think twice about the implications of referring to Extension aides as the “nonprofessional” segment of our staff. Using their own special talents, together with techniques and subject-matter they learn from Extension home economists, they indeed serve in a very professional way. As the number of nutrition aides grows and the impact of their work reaches more and more low-income families, their importance becomes increasingly obvious. Simultaneously, the practice of using aides has been increasing in other areas of Extension, too—agriculture, rural development, and 4-H.

Recognition within Extension for the excellent performance of the aides has been an integral part of the program from the beginning. On-campus awards programs and local recognition days are common occurrences. The Chicago Dietetic Association award, and other recognition from outside groups around the country, is evidence that others, too, regard Extension aides as a vital link with a segment of the population that many previous attempts had largely failed to reach.—MAW



Ruth Scarlett, right, Extension home economist, discusses her training program for retail store personnel with the personnel manager of a cooperating firm.

Aiding consumers by training sales staffs

by
Thayne Cozart
Extension Information Specialist
Washington State University

Only one thing changes as fast as men's and women's fashions in Yakima County, Washington. That's the Extension educational programs concerning clothing and fabrics.

Mrs. Ruth Scarlett, Extension home economics agent in Yakima County, is concerned that consumers spend a good share of their budget on clothing and other fabric items and never give a second thought about learning all they can about the material, construction, and care of their new purchase.

She's convinced that training sales personnel in department stores is an excellent way to benefit consumers.

"The consumer depends heavily upon the sales person for advice and information. Yet, too often, the sales person is uninformed about the very products he or she is selling."

Mrs. Scarlett launched her program by meeting with the Yakima Retail Merchant Association. She explained her educational program and offered her services.

Some department stores immediately accepted. She has worked in short-term programs with 45 sales persons from two department stores and a drug store. She also conducted "in-store" educational programs for consumers in two department stores.

These initial successes brought her to her present ambitious venture with the sales personnel from the local unit of a large department store chain.

Working closely with the personnel manager for the company's large store in a new shopping center, Mrs. Scarlett is conducting a series of approximately 20 training sessions with store personnel.

The 1-hour sessions are held twice a month with 8 to 12 people attending each session.

Sales personnel from the fabric, fashion, sportswear, girls' wear, infant, men's, and boys' wear departments are participating in the program.

Mrs. Scarlett is discussing rules and regulations on labeling clothing, interpreting label notations and instructions, natural and synthetic fibers used in clothing, the advantages and disadvantages of various types of fibers, and care and maintenance of fibers.

Also included are clothing construction details, fiber and fabric terms, pattern selection, differences in woven and spun polyesters, advantages and disadvantages of fabric finishes, and the comfort and feel of various fabrics.

If time permits, she also may include some sessions on leadership training and personal conduct and in-store educational demonstrations.

The personnel manager is convinced that the training will be beneficial.

"It's difficult for our sales associates to keep up with product changes in their departments. The fabric and clothing industry changes very rapidly.

"If our sales people can answer questions or even volunteer useful information, our customers will be able to make more astute decisions about their purchases." □

Let public service ads help tell your story

In planning the newspaper part of an informational campaign, one part of the print medium is sometimes overlooked—the display advertising section. Ignoring it means missing a possible additional exposure vehicle which could supplement other publicity efforts.

When dealing with large daily newspapers, use of display ads usually is difficult to obtain unless space is paid for. Louisiana newspapers have been generous in giving space for stories and pictures—even for material that stretched the criterion of newsworthiness. But the daily newspapers balked at putting in free dis-

play ads, although many times their staffs would help line up sponsors for a public service type ad.

Weekly newspapers, on the other hand, are not so rigid in their policies toward display ads. In fact, most editors of small weeklies appreciate having small, one-column ads handy to use as fillers when pasting up.

Weeklies have long been using as fillers such things as recruitment messages from the military, Smokey Bear pleas, and ads urging us to “Buy U.S. Savings Bonds.”

This fact was pointed out to me by a weekly editor I visited while promoting media cooperation in an educational campaign. Using his suggestions, I developed a series of display ads for a publicity project encouraging use of milk production records among Louisiana dairymen. I also have used the idea with other projects and am now developing a new series of institutional type ads telling about LSU Cooperative Extension and its varied services.

The art and layout for the ads were done by the Extension art department. They were printed by a commercial

printing firm on good quality, slick paper. Blocks containing several different ads were sent out periodically to editors of weeklies and farm editors of dailies which had special weekly farm sections. A form cover letter was included with each block of ads asking editors to use our ads as fillers whenever practical.

The ads were used. Frequency of use depended on the need for fillers at each paper. Most papers used one ad per issue.

From my experience, I offer several comments and suggestions concerning use of display ads in Extension publicity.

The ads should supplement other publicity efforts. They cannot be depended upon as a major information tool, because they will not get sufficient use unless editors agree to step up use in some special project. It is best to develop the ads after the publicity plan has been completed. They should emphasize certain pertinent points presented in other media efforts.

The primary objective of the ads should be to affect attitudes rather than to present information. A single thought designed to hit a positive emotional key among members of the target audience should be the aim of the message and art. I made the mistake of trying to give detailed information in some of my display ad messages. This resulted in cluttered ads with no emotional appeal.

by
Thomas C. Boyd
Assistant Specialist (Editorial)
Louisiana Extension Service

500,000 Acres . . .

once good cotton land in MEXICO



**They controlled the Weevil. . . .
but the BUDWORM got them!**

**See your County Agent about
Boll weevil DIAPAUSE Control**

Above and at right are examples of the public service advertisements which Louisiana weekly newspaper editors have shown willingness to use regularly to help Extension disseminate information in its educational campaign on diapause control of the boll weevil.

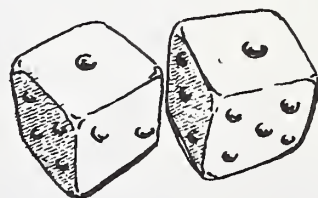
The size of the messages should be one column in width, with varying heights. In pasting up a page, editors usually can arrange copy and ads so that only part of one column is left empty. I now try to provide the editor with one-column ads in heights from 1 to 6 inches. This fits the needs of most editors, and the convenient size makes it more likely that the ads will be used.

Offset papers use the ads more than letterpress papers do, because of the cost of making engravings.

The county agent or someone from the editorial staff should hand deliver the first set of ads to the newspapers. A personal request for assistance and an explanation of how the ads fit into an overall publicity campaign can help gain the editor's cooperation. A note of appreciation when material is used is helpful in keeping his support.

The same messages and art can be made into handbills, posters, or mailers. They also can be used as inserts in business advertisements, particular-

Don't Gamble!



**on our
Cotton's Future**

**Talk to your
County Agent about
Boll Weevil
DIAPAUSE
Programs**

ly those selling farm equipment or supplies.

Results from including display ads in an educational campaign are not spectacular, nor is the idea unique among public service agencies. However, the use of display ads is practical, not too costly, and it may give an opportunity to use another avenue of exposure.

People do read newspaper advertisements. Including messages in this medium could strengthen the chances of reaching the target audience during an educational campaign. □

1000 State staff meetings — electronically



A group of Utah State University staff members, above, participate in one of the monthly electronic staff meetings via television and teleconference telephone facilities.

The critics said the idea wouldn't work, but Utah Extension's program of electronic staff meetings has been going strong since February 1971, and promises to be one of the best things that has happened to the State's Extension effort.

Utah's monthly Extension staff meetings were attended previously by on-campus personnel only, and information from these meetings was carried to field personnel by means of newsletter and periodic visits by the on-campus staff.

Now, the entire complement of Utah's field and on-campus staff participates collectively in these same meetings by means of the State's educational television hookup and telephone leased-line service, with virtually no operating cost to Extension.

A half-hour television presentation on a topic of special significance to Utahns is broadcast from Utah State University and viewed there and in seven area centers by the on-campus and field staff. After the presentation,

all staff members take part in a 45-minute teleconference based on the information just received. In this way, both on-campus and field personnel are included in a monthly exchange of information and suggestions impossible to duplicate by any other method.

A spectacular case in point is the State's first special staff meeting, in March 1971, which dealt with the halogeton sheep deaths in Utah. At the time of the first electronic staff meeting, in February, about 1,200 sheep were dead in Antelope Valley, Utah, from what proved to be poisoning from halogeton, a toxic plant widely distributed in Utah and the mountain West.

Karl Parker, Extension range specialist, approached the originators of the electronic meetings, Wes Maughan, Extension staff development leader, and Art Higbee, manager of statewide television, to see what could be done to ease the crisis through use of the new medium.

The three of them immediately set to work on an extra staff meeting to be held 2 weeks later—the first of three "specials" that have been produced so far on urgent problems affecting the State.

Extension area coordinators gathered sheep ranchers from all corners of Utah to view with the staff a special presentation on the halogeton crisis. Movies and stills were shown of dead and dying sheep, the site of the recent deaths, the physiological process of the poisoning, and the plant itself, along with commentary by a panel of experts on poisonous plants,

by
Arthur L. Higbee
Manager
Statewide Radio-TV Programs
Utah State University

animal nutrition, and range management.

Parker, who was a member of the panel, reports that during the 45-minute discussion after the TV presentation, participating ranchers and staff members brought up many relevant problems which became the basis for later research.

Feedback from the participants indicate that the halogeton meeting not only brought badly needed expertise quickly into the field, but also calmed what might have developed into a panic situation.

Speed was particularly important. Using more traditional Extension methods, it would have taken the range specialist 2 or 3 weeks of extensive travel throughout Utah to contact only a third of the people who were brought together electronically in one night.

And in terms of expense, the cost of the teleconference was considerably less than the cost of sending one carload of people from Logan to Cedar City, without considering the cost of meals and lodging or the extra time of the specialists involved.

The interchange of information and problems during the halogeton crisis illustrates well the philosophy behind the electronic staff meeting, that of Utah's "total university approach" to Extension. Here, the Extension staff acts as a liaison group between the State and the university, informing Utahns in their areas of services and facilities available at the university. In turn, they search out current State problems for the university's study and research efforts.

Most important in the total university approach is the fact that all eight colleges of Utah State University are involved in Extension, allowing for a broad spectrum of concentration on specific State problems.

Drawing personnel for the panels from all the colleges enables the meetings to focus on interdisciplinary topics. A recent meeting on recreation and tourism in Utah involved personnel from several departments in

both the College of Natural Resources and the College of Business.

Since Utah's population is becoming more and more varied and the problems connected with contemporary life more complex, new areas into which the university can bring needed information and education via the electronic staff meetings are constantly being searched out.

One of the first staff efforts in this direction involved the College of Education in a presentation on the use of teacher aides in the classroom. The purpose of the meeting was to get the local people to recognize the need and potential for teacher aides in the learning process. Interest in this topic—one outside Extension's ordinary province—was surprisingly high and continues so throughout the State.

The State's expanded food and nutrition program has received tremendous impetus from electronic promotion. It has been the subject of two staff meetings so far. Panel members focusing their various areas of specialization on this one problem area have been drawn from the faculties of three colleges of the university.

An exposure this broad for Utah's 120-some Extension staff members is possible only through the electronic staff meeting.

Technical production of the half-hour broadcasts is simplified since:

—Utah's two major universities have recently combined their educational television efforts into a single educational television broadcast station—KUED, a microwave link connecting the two campuses, and a system of translators which blanket the State with an identical program format, and

—the televised portion of the meeting is taped in advance.

The use of open broadcasting (rather than closed circuit) for these timely presentations enables many interested Utahns outside the Extension staff to benefit from them by just tuning in to KUED.

Teleconference connections go through smoothly. The staff meetings begin at 11:45 a.m. with the taped,

televised half-hour formal presentation. Before the presentation is over, all area center teleconference connections are established and the panel in Logan is prepared and waiting for the discussion period.

Participants throughout Utah both speak and listen through speaker phones installed in each area center. Scheduling the teleconference portion of the meeting during the noon hour when telephone traffic on the statewide telephone system is at a minimum helps considerably in arranging the eight connections.

Best of all, the staff meetings use existing facilities, which means there are no further operating costs for the great value derived from complete staff involvement.

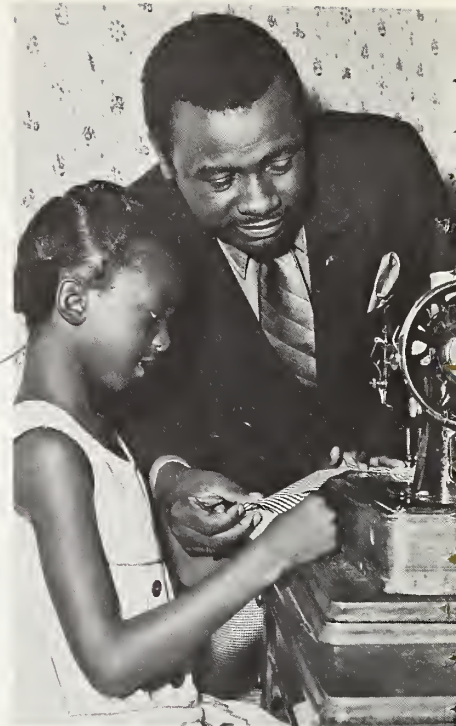
Attendance at the meetings has been excellent. Traveling staff members who would ordinarily miss regular staff meetings can now attend the statewide, electronic meeting at the area center nearest them.

One of the most important results of the new program is the feeling of unity experienced by Utah's Extension staff. In a meeting on Utah's newly passed Noxious Weed Law, for example, staff members located in isolated areas of the State recognized more fully that noxious weed problems are essentially the same in different areas of the State and that the law affects them all equally.

Utah's electronic staff meetings were made possible by an initial outlay of less than \$1,000 for eight television sets, antenna installations, and conference telephone facilities in the State's area centers. The result has been a unified and well-informed Extension staff. □

by
Stephen Brynes
*Publication Associate in Communications
New Jersey Cooperative Extension Service*

2001 Agent tailors 4-H to meet urban needs



"Whatever the interest, we can devise a 4-H program to satisfy it."

That's the philosophy of Romando (Ray) James, 4-H agent in New Jersey's Union County.

With a population of around 550,000, Union County encompasses both the inner city and highly affluent suburbs. "Our programs run the gamut from the traditional to those improvised on the spot to fill a specific need," James says.

Some of the latter include rock bands, drama groups, and a sewing center.

"I've found that one way to reach boys with inner city backgrounds is through music," James says.

Underground Funk . . . The Cautions . . . The Young Souls . . . The DebTones—these aren't street gangs—they're the names of some of Union County's 4-H music clubs.

James first became acquainted with many of these musical groups after he organized "Your Musical City." This was a caravan of bands in inner-city areas which played engagements, mostly on a volunteer basis, in Jersey City, Newark, Plainfield, Bayonne, and Elizabeth.

By inducing these music groups to join the 4-H program, James has helped the kids continue their fun and gain more exposure, too.

The Underground Funk, a seven-member band led by a volunteer 4-H leader from Plainfield, won first place in a 4-H competition, the Union County Multi-Service Festival.

"This gives the kids self-expression, to say nothing of motivation—because

they know others have made it through music," James says. "They are really concerned about music, and they practice all the time."

Besides building the reputation of the music group, the 4-H activities are good for individuals in the group, too, as they mingle with other kids.

An even greater degree of self-expression is possible through drama. The 4-H Playmakers Guild, directed by paraprofessional Lee Marvel, has entertained more than 8,000 people in performances throughout the county with two original plays—"A Little Bit of Heaven and a Lot of Hell," on the dangers of venereal disease, and "The Last Time Around," about a young man in the ghetto. James' undergraduate degree in drama has come in handy here.

The 20 guys and gals in the cast write all their own material and produce it for community groups. They performed "A Little Bit" last fall, for example, during Senior Member Camp at the Rutgers 4-H Youth Center for Outdoor Education in Stokes State Forest.

Other plays have been done on narcotics and equally pertinent topics.

Sewing is, of course, a traditional 4-H activity, but even here the Union County program has branched off in a new direction with the 4-H Opportunity Sewing Center in Elizabeth.

"Our purpose was to establish a place where people can come in off the street and make a garment," James says. "It's a self-help project available to the community."

A volunteer 4-H Club leader has

helped train other neighborhood women in traditional 4-H sewing club leadership and clothing skills so they can staff the center.

The Center is open weekday evenings to teach anyone with a desire to learn how to sew, and for parents who come in and sew for their children. In addition, more than 100 youngsters weekly participate in the traditional 4-H sewing clubs after school. Even a few boys have shown interest in sewing.

"It's the most productive project I've ever been connected with," James says.

Much of what made the sewing center a success is due to James, who confesses that he can't sew a stitch himself.

When the volunteer leaders mentioned that 13 sewing machines at a local school were no longer needed, James proposed making them centrally accessible to the residents of Elizabethport.

After the right building for the Sewing Center was found and rented, James got help from a sewing ma-

At left, Ray James, Union County 4-H agent, examines the sewing project that a 4-H'er is working on at the 4-H Opportunity Sewing Center in Elizabeth. Below, James helps a new 4-H Club get organized in Union County.



chine company to renovate the machines.

He works through Union County's home economists to get donated sewing materials and supplies.

"We're teaching more than sewing here," James says. "By the time the 4-H'ers make a dress and press it as they go along, they know how to iron. By helping keep the place clean, the kids learn housekeeping practices.

"And by modeling what they've made in fashion shows for their parents and the community, they learn about good posture and good grooming."

The kids involved in the 4-H Sewing Center have taken field trips as part of the program. One of the clubs won a second place ribbon for their display at the 4-H Multi-Service Festival.

A pooling of talent that will draw on programs in sewing, clothing design, theater, art, and music is planned for a forthcoming "4-H Showcase for Fashion."

The objectives are to promote 4-H and improved social relations among different racial and ethnic groups, as well as giving young people an opportunity to learn more about fashion, modeling, and merchandising. Funds

raised will send youngsters to 4-H camp.

"All high schools and junior high schools in Union County will be invited to send four representatives—two white and two nonwhite," James says. "This approximates the racial composition of the 4-H program in the county.

"A contest like this could possibly create unhealthy rivalries that might harm the program. We emphasize both the traditional and the nontraditional, and that different groups have different values and standards."

In the athletic programs, golf and basketball predominate. James has developed a golf league to which the pro shops have donated clubs and balls. The Union County Park Commission has waived playing fees on the days when the league plays.

"We emphasize that golf is any man's game, not just a rich man's game," he says. "First the kids play nine holes, scores are kept and categories established. In this way, competition can be set up among those of less than tournament caliber.

Another unusual program is the Railroad Club, so called because it moves from place to place each week. After the group lost its regular meeting place, the more than 20 boys in the club decided to meet at a new location each week to take field trips and participate in sports.

At the last State 4-H Presentation Day at Rutgers University, Union County won more silver bowls than any other county in New Jersey. Other honors included creation of six winning posters for National 4-H Week, one of which was nationally recognized; election of the chairman and the treasurer for the New Jersey Youth Conference; and two Club Congress winners.

"All our programs try to give the individual pride in himself and pride in his community," James says. "In leadership training, especially, we try to emphasize both these aspects. Let individuals accomplish basically what they want to do—what helps them as human beings and helps others—that's what 4-H is all about." □

An open-minded approach to public affairs education by Extension economists at Washington State University has helped bring about an equitable, workable open space taxation system in Washington State.

Drs. James Barron and Bruce Florea launched their educational effort in 1968, soon after the citizens of Washington had voted in favor of a constitutional amendment allowing legislative action for preferential tax assessment of open spaces in the State.

Passage of the amendment indicated that Washington voters—particularly those living in or near urban centers—wanted to preserve open spaces near their communities. Furthermore, they were willing to let their elected representatives provide a method of preserving these areas through tax incentives to landowners.

At the time, thousands of acres of open spaces in more heavily populated western Washington were being gobbled up annually by urban sprawl. The exact acreage loss is nearly impossible to determine.

As the cities grew, the speculative value of the surrounding land rose and taxes were assessed on the basis of market value, not on the ability of the land to produce income. Consequently, tax pressures encouraged

more landowners to sell to urban developers.

It was a cycle that could be slowed to a more rational pace only by setting aside open space areas for fixed time periods. The legislature was faced with the task of finding a workable system of reaching this goal.

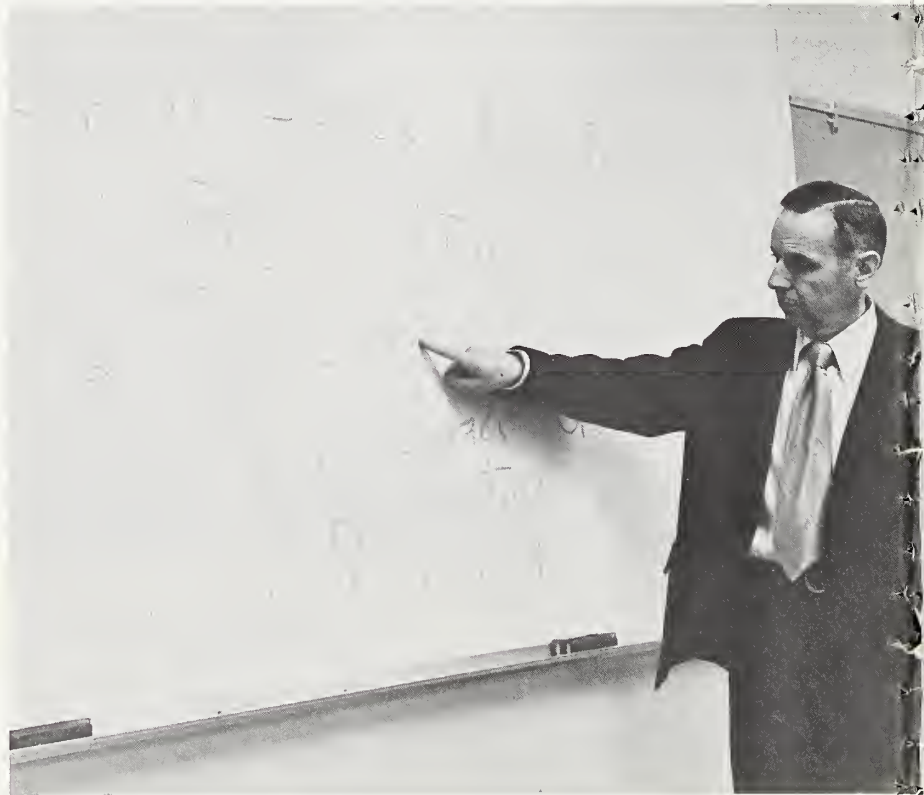
The mandate of the people was clear, but the means of achieving it were not. Florea and Barron saw a

need for a concerted Extension educational effort.

"We knew that tax reform was a complex, little-understood, and emotion-charged issue and we were aware of problems encountered in other States that had passed tax reform measures," Florea explains.

"We reasoned that a clear understanding of the facts of the issue by as many people as possible—both in the general public and within special

Visual aids of many sorts, including simple blackboard presentations, were used by Dr. Bruce Florea, Washington State University Extension economist, during educational meetings about open space taxation.



by
Thayne Cozart
Extension Information Specialist
Washington State University

2001
Tackling a sensitive public affairs issue

[Extension work]

groups that would be working with the problem—was the foundation from which responsible decisions and judgments could be made.

One need stood out clearly: an educational program that explained the various preferential property tax measures that could be enacted by the legislature.

The economists spent several months analyzing the benefits and shortcomings of several alternative plans. They finalized a comprehensive open space taxation education plan.

During 1969, the specialists met with county Extension workers, citizen groups, commodity and special interest groups in local, county, or regional meetings, to explain the alternative taxation plans. They also used the mass media to explain the legislative options available.

Florea notes that he and Barron were careful to present both sides of the issue. Proponents and opponents of tax reform attended nearly every meeting. Both factions expressed appreciation for enlightenment about the issue.

"We wanted persons attending to be able to express knowledgeable opinions to their legislators or to their legislative representatives in the case of commodity or special interest groups," he explains.

The Washington legislature took no action on the matter in 1969, but passed the Open Space Taxation Act in February 1970.

The act allows three categories of land—zoned open space, agricultural land, and timber land—to be considered for preferential tax treatment. It defines each of the categories and outlines the procedures for qualifying for the lower taxes.

After passage of the legislation, Florea and Barron switched their effort. Instead of explaining alternative proposals, they worked to educate landowners, county assessors, county commissioners, and city officials about how the new act could affect them.

Providing assistance to landowners

posed a thorny problem, because assessment values and tax rates for similar types of land varied from location to location within the State. Consequently, a universal formula for figuring tax savings under the new plan would not work.

To reflect these variances in assessment and tax rate, the specialists turned to a computer program. They asked county Extension agents to submit up to a half-dozen examples of typical land values and tax rates for major soil groups in their counties.

With this information, the economists used the computer to figure localized examples which could more realistically help landowners decide whether to participate in the program.

They also published two manuals: "Open Space Taxation—a Description and Explanation," and "Open Space Taxation—How To Calculate Its Benefits and Costs." Both received wide use by county agents and by government officials.

The two specialists worked closely with the Washington State Department of Revenue in developing sound methods of implementing the legislation. The two agencies cooperated to provide training for county Extension agents, county commissioners, and county assessors regarding details of the procedural and administrative workings of the legislation.

During the meetings with Extension agents, the agents were given a package of educational materials to use in local meetings. The major educational aid was a slide set, accompanied by a taped narrative. The set described the reasons for open space taxation, gave details of the new act, and cited examples the audience could identify with.

Also included in the package were a fact sheet on Open Space Taxation, a property tax quiz, reproduced copies of sample printouts from the computer program, and a general news release.

County agents kept 12 copies of the slide set in constant circulation during the final months of 1970 and early months of 1971.

Again the mass media was used for reaching the general public. In October 1970, Barron and George Swartout, director of the Department of Revenue, held a news conference in Seattle about the new taxation program. The Extension Information Office at WSU issued releases to State newspapers. Barron was featured in a series of five 5-minute television programs in the Seattle area. Radio programs were used in many ways to support the effort.

Early in 1971, Barron and Florea wrote a third manual: "Open Space Taxation—Guidelines for Assessing Open Space Property Values." The Department of Revenue relied heavily upon this publication.

For their efforts in taxation education, Florea and Barron received the Western Agricultural Economics Association's 1971 award for the outstanding Extension program in agricultural economics.

The ultimate rewards, however, are more far-reaching. Washington Extension Director John Miller cites the following benefits:

- landowners better understand the entire issue of open space taxation and how it can affect them if they choose to participate in the program,

- local government officials better understand the program and have in general taken a positive approach toward integrating the new tax measure with other land-use planning tools,

- the general public is more aware of the results of open space preservation upon the economy, environment, and long range planning in their communities,

- the role of Extension in public affairs education was legitimized, and that in turn helped open the door for expanded programing in similar areas,

- the image of Extension in the eyes of State and local government officials and the general public was given a boost, and

- State and county Extension staffs have renewed confidence in their ability to handle sensitive public affairs issues. □

Aspiration — aide to professional

Ann Stuart has resigned as an Expanded Nutrition and Family Program Aide—and everyone in Michigan is so pleased!

Ann is going back to college. She'll enter Michigan State University's College of Human Ecology this fall to major in community services. And she hopes to rejoin the Extension Service as a professional home economist when she completes her degree.

Ann was the first ENFP supervisory aide hired in Michigan, in January 1969. She also was the first to resign to go on to college.

As Ann explains, "I hadn't really been employed before ENFP came along. I had worked as a sort of volunteer swim instructor at the YWCA, and helped my husband in counseling through his ministry.

"But supervising people for ENFP taught me a lot. Now I feel I've outgrown the opportunities and responsibility. But I'm undereducated for my aspirations."

Ann decided to continue her schooling almost 2 years ago. She's been quietly working toward entering MSU ever since.

She had studied music at a small Iowa school nearly 20 years ago. She interrupted her education to marry.



And, as she says, five children kept on interrupting it.

When she decided to re-enroll in college, Ann discovered that a home economics major would require different undergraduate basics than her music studies provided. Since she hoped to enter MSU as an upperclassman, she enrolled at Jackson Community College to pick up what she'd missed. One term she carried 10 credit hours in addition to being full-time Extension aide, wife, and mother.

Ann's educational aspirations have rubbed off on her coworkers. Every ENFP aide in Jackson County has enrolled for some type of course—high school, community college, or adult education. One term all five aides took a class together. In one

case, Ann helped persuade administrators to waive enrollment education requirements so an aide without a high school diploma could take a class which they thought might help her with her job.

Ann's husband, Marvin, pastor of Jackson's Central Wesleyan Church, likes being married to a "school girl." And studying sometimes becomes a family affair for Ann and her children, who range from 6 to 16 years old.

With her enthusiasm for additional formal education, Ann wishes there could be some academic credit offered for the on-the-job training the aides receive.

"Of course, it would be difficult because the aides have such varied educational background," Ann admits.

by

Judith Turk

Family Living Editor

Department of Information Services

Michigan State University



Ann Stuart, above, put to use both her practical knowledge of food and her skills with children to teach youngsters better nutrition at a day camp for mothers and children. At left, having resigned as a supervising aide, she checks on MSU pre-enrollment information.

But she recalls taking a junior college class with a sliding credit scale. Credit in high school, junior college, or advanced degree depended on the individual, and assignments varied accordingly. But class discussion was open to all—and better for it, Ann feels.

Ann sees her major contribution to ENFP not as a direct effect on families as a teacher, but as a planner and organizer. Her knowledge of community resources began through her duties as a minister's wife. Being a minister's wife, and mother of five, also gave her the practical knowledge of living on a limited income.

"We've always had to practice thrift," Ann says. "At our first

church we were getting only \$60 a week, and we already had three children."

She credits her early years in 4-H and her mother's home demonstration work as sources of much knowledge which she uses at home and as an aide.

As Ann sees it, one of the growing strengths of ENFP is that aides are now more able to help families find ways to use their own resources. Early in the program, she felt, they were so eager to help that they ended up doing many things for families, rather than teaching them to do for themselves.

She feels that one of the most successful class projects in Jackson County was a canning class last summer. It had all the elements of the successful early Extension teaching programs, Ann believes.

Ruth Beale, Jackson Extension home economist, recalls:

"We had a group of low-income women who wanted to learn to can. So Ann found a group of Extension study group women to do the teaching. They also supplied some of the jars, and other equipment.

"Ann got a glass company to donate the other jars they needed. She contacted a local community garden group and bought the needed fruits and vegetables at a very good price.

"While you can argue for days about whether canning is economically sound, you can't argue about the benefits the way Ann organized this project," Ruth continues. "After 2 days of strenuous work, two groups of women who might never have met parted friends. And they had many containers of low-cost food to boot."

In addition to Ann's organizational ability, Ruth sees her as a very creative thinker.

"Ann wanted to involve children, and teach them nutrition, too. She'd heard about other States' use of puppets, and wrote for information. She used some of their ideas, but felt it could be even more effective with real people instead of puppets.

"So she came up with the idea of

our Nutrition Education Theater. A group of 10 teenagers, all from welfare families, formed a group they called the "Food Dudes." Ann insisted that she needed someone young—and with a knowledge of drama—to work with them.

They found such a summer worker in Linda Gallagher, a home economics graduate from Western Michigan. She had worked with theater groups in college.

While Linda trained the "Dudes" in drama, presentation, and content, Ann located costumes and persuaded the city to provide a grant so Linda and the youngsters could be paid for their time. Ann wrote letters to camps, church schools, the fair board, and others, drumming up business.

Then she coordinated the nearly 90 appearances of the "Dudes" during the summer. When she found that the Jackson Headstart Project had buses and drivers that weren't being used, she persuaded them to provide the group with transportation.

So the Nutrition Education Theater hit the road. During the summer they reached over 4,000 youngsters and adults with their message—"Eat Right and You'll Feel Right." Their record was 49 performances during the 7 days of the Jackson County Fair. They operated as strolling players, wandering among the people until they could summon a crowd.

Then, with music, bits of song, and short original plays such as "King Kerchoo and the Viruses," they went to work telling about vitamins, minerals, and the rest of the nutrition story.

They won rave notices from their audiences—it was educational, but fun, too. And Ann saw another benefit. The 10 youngsters earned as much as \$30 a week. And over the summer, their ability to manage money—and nutrition—improved noticeably.

Ann Stuart's leadership will be missed in the Jackson County ENFP. But she is an excellent example of how work as an Extension aide can be the first rung of a career ladder. □

Agents cooperate for environmental impact

2061
A greater community impact can be made by a county Extension office when the whole staff gives emphasis to one program. In Kenosha County, Wisconsin, three agents worked together on a study of environmental problems to create a greater community understanding.

The Extension Planning Committee named pollution as a major problem in Kenosha County in 1963. The first effort to study the problem was by the homemaker clubs in 1966 when they studied land use. Pollution of streams was very evident in that study when the homemakers toured examples of various kinds of land use.

Both Homemakers and 4-H leaders decided to study the water pollution problem in 1969. Mrs. Phyllis Northway, home economist; Gerald Gast, 4-H youth agent; and Leland Smith, horticulture agent, worked together to develop leader training meetings.

They developed a leaders' packet of materials which included bulletins on pollution, a quiz on pollution to

be used as an "interest getter", and a listing of films and printed material available from various agencies. Leaders received three bulletins on pollution for each member in their clubs.

The leader training session included a film on water pollution and discussions by a panel of experts from the Department of Natural Resources, the City Health Department, and the City Water Department. The same program was used in a general public meeting conducted at the University of Wisconsin-Parkside by the Extension staff.

A slide set and script on water pollution were developed for use by leaders of the Homemaker and 4-H groups in the Kenosha area. The slides were used by the Extension staff when giving talks to church, PTA, school, and other groups. This slide-illustrated talk has been given 85 times in the last 2 years.

Water pollution was studied at 4-H camp in 1970. The study was called "pond probe", which meant that the youth divided into groups of six to collect samples of water, animal life, and plants from the nearby polluted lake. The samples were observed under magnifying glasses and microscopes. The young people attempted to identify the organisms and to find out why they lived in this environment.

The Kenosha County Homemakers conducted a bus tour to view pollution problems. They saw sewage treatment plants, illegal septic systems, sewer outfall into Lake Michigan, and polluted streams.

Extension work
In 1970 the horticulture agent was appointed chairman of Project SOAR (Save Our American Resources) for the Kenosha County Boy Scout Council. Working with a committee, he helped develop a leader training program for 150 leaders. This included a leaders' packet and a seminar on environmental problems.

Seven agencies working with the environment helped with the seminar, and leaders of all local youth groups were invited to attend. Twenty-two scout troops carried out year-long environmental projects.

The horticulture agent conducted a four-meeting series for adults at a local Methodist Church on "Stewardship of the Environment," with emphasis on the Christian responsibility.

With help from the City Health Department, the agents trained the Homemaker leaders on the problems of air pollution in 1971. Again, a leaders' packet was developed with leaflets on air pollution, respiratory diseases, an air pollution quiz, and a list of resource materials.

One public meeting was conducted on air pollution and its relationship to health.

The theme for the 1971 4-H camp was ecology. The main emphasis was the interdependency of soil, plants, and animals. The campers learned about food chains and how man can affect the environment. The learning project was the building of terrariums with small plants found in the woodlot.

Other activities by 4-H Clubs were a cemetery cleanup; county fair floats, booths, and exhibits on pollution;



Leland Smith, horticulture agent, teaches the making of terrariums during the mini-ecology study at the 1971 4-H camp. Coordination among the county Extension staff has brought the environment to the attention of both adult and youth groups throughout the county.

planting and caring for flower beds on the fairgrounds; and inviting speakers on pollution to club meetings. Nine 4-H Clubs with their 10 leaders and 80 members planted and cared for flowers in the 70 tree planters in the business district of Kenosha.

The Homemaker leaders who came to the training meetings conducted their own informational meetings on

air and water pollution. This reached about 400 members in the 30 clubs.

Comments by homemakers on their yearly programs indicated the pollution studies to be one of greatest interest.

Some remarks were: "Made me more aware of pollution and that I must do something about it"; "Timely and an eye-opener"; "The meetings on pollution helped me to be a bet-

ter member of the community"; "Changed some laundry practices"; and "Really got me moving".

A number of the homemaker and 4-H Clubs started their own glass, tin can, and paper recycling projects.

These experiences show that Extension personnel can be more effective when using a coordinated effort with a broader spectrum of clientele. □



Three keys to mass communication

It's AAACE meeting time again. For those uninitiated in today's sea of alphabet soup, AAACE is the American Association of Agricultural College Editors. The emphasis of the 1972 meeting focuses on audiences—just one of the critical elements in a communications effort, regardless of the level at which Extension workers' responsibilities lie.

Communications is the heart of successful Extension programs. Our job is to impart new developments in science and technology that help people to live better and make a better living. How else can this information be conveyed except through effective communications? Effective communications takes on many forms, just one of which is the mass media—the part that we will deal with here.

The amount of attention mass media can give to any institution, organization, cause, or issue is limited by the intense competition in mass communications. Therefore, it obligates those of us in Extension to make the most effective use of the limited attention we can muster. This takes planning—the same kind of intensive planning that goes into other forms of communications. We can't live up to our obligations through the W. C. Fields approach to communications: "I don't care what they say about me as long as they spell my name right."

There are three critical elements in planning mass media communications. They are the message or purpose, the channel, and the audience. Let's look briefly at each one separately.

The message? What will it be this day or this week? The item on wheat varieties which arrived in the morning's mail may be the most convenient and easiest to prepare. But is it consistent with the high priority problems and issues that you, with your program planning committee, decided to emphasize? Is it the most immediate problem faced by your audience today? Somewhere in your planned program are high priority problems, issues, and projects which are being emphasized. Mass media space or time

should not be squandered on minutiae until the high priority needs are treated.

The channel? Which of the major mass media—news-papers, magazines, radio, television, or newsletters—will carry the message most effectively? Is the message a reminder of a meeting, workshop, tour, or demonstration for which only one or two bits of information are essential to enable a person to participate? Does the message carry detailed recommendations that the audience should be able to store and retrieve? Are drawings and diagrams helpful or essential to transmit the message? Does the audience need to see the act performed as in a demonstration? Obviously these types of questions oversimplify. But they should get the idea across that not all media are suitable for all messages, and messages are most effective when channeled through the medium that best plants the idea in minds of the audience as it was visualized by the sender.

The audience? The most obvious consideration here is that the intended audience of the message have access to the selected medium. The second most obvious consideration is that the message must be worded and interpreted at a level comprehensible for the intended audience, whether they are grade school dropouts or college graduates. It also must be interpreted to show how the audience can benefit from the program and that it is economically feasible to carry out the recommendations or follow the directions imparted.

This perhaps is just a long way of saying that we should take the effort to plan our mass media communications to insure that they represent a balance in our priorities and that they are most meaningful to our clientele. In doing this we not only serve the best interests of our clientele, we also assist the media in meeting their obligations to their audience. Thereby we serve the mutual interests of Extension, our clientele, and the media that serve our clientele.—WJW